

BROOMHILL BANK SCHOOL

JOB DESCRIPTION

JOB TITLE: Science Teacher

REPORTING TO: Head of Science

PRIMARY PLACE OF WORK: Broomhill Bank School (North Site)

SALARY RANGE: As per Teachers' Terms and Conditions

EFFECTIVE DATE OF JOB DESCRIPTION:

DIRECTED HOURS: As per the school's 1265 hours document

1	GENERAL DUTIES
	The duties outlined in this job description are in addition to those covered by the latest <i>School Teachers' Pay and Conditions Document</i> , having due regard to the requirements of the National Curriculum, the school's aims, objectives and schemes of work, and any policies of the governing body. It may be modified by the Headteacher, with your agreement, to reflect or anticipate changes in the job, commensurate with the salary and job title.
2	LEADERSHIP AND MANAGEMENT
2.1	<u>Learning and Teaching:</u> Work collaboratively with the Head of Science in the practical development and application of the emerging new curriculum. Motivate and support staff to enhance their teaching, develop innovative practice, deliver the change agenda and grow leadership potential. Monitor and evaluate the quality of teaching and learning via such means as lesson observation, work scrutiny and subject level moderation with the Head of Department.
2.2	<u>Policy and Planning:</u> Contribute to the overall strategic direction of the school by working with other leaders across the school to develop, implement and embed policy with regard to teaching, assessment and accreditation.
3	LEARNING AND TEACHING
3.1	Work within the Code of Practice relating to Special Educational Needs.
3.2	Facilitate outstanding learning, progress and attainment.
3.3	Embed the use of data and assessment within daily teaching so that work is set at the right level to consistently challenge every student, promptly flagging up any issues of concern relating to student progress.
3.4	Maximise opportunities for students to identify their own learning needs and to set and evaluate their own ongoing targets for improvement, to develop high quality independent learners.
3.5	Ensure the marking of students' work provides them with sufficient guidance on how to improve their work.
3.6	Use the full range of core Communication and Interaction support strategies endorsed by the school to remove barriers to learning.

3.7	Set challenging and age/stage appropriate homework, in line with school policy to consolidate learning, deepen understanding and prepare students them well for work to come.
3.8	Effectively direct teaching assistants and other staff so that they know exactly how to challenge and support all students they work with, including the most able.
3.9	Assess work within agreed time spans; keep records and report progress against set targets and submit information to key stakeholders, and school assessment systems.
3.10	Motivate, support and learn from colleagues to mutually enhance teaching repertoires, and develop innovative practice and to deliver units of work in a collaborative way.
3.11	Support, share expertise and learn from colleagues across both sites and other schools, to mutually enhance teaching repertoires, and develop innovative practice and to deliver units of work in a collaborative way.
3.12	Promote and develop a curriculum which challenges learners of all abilities to achieve high standards in progress and accreditation, including increasing the range of opportunities for students to achieve GCSE and Level 3 outcomes.
3.13	Share good practice with and learn from colleagues in mainstream and other special schools.
3.14	Develop links and collaborate with other key stakeholders including parents, Governors, the Local Authority, other schools and the local community.
4	STANDARDS AND QUALITY ASSURANCE
4.1	<p>Uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school, by:</p> <ul style="list-style-type: none"> • treating students with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to a teacher's professional position • having regard for the need to safeguard students' well-being, in accordance with statutory provisions • showing tolerance of and respect for the rights of others • not undermining fundamental British values, including democracy, the rule of law, individual liberty and mutual respect, and tolerance of those with different faiths and beliefs • ensuring that personal beliefs are not expressed in ways which exploit pupils' vulnerability or might lead them to break the law.
4.2	Keep proper and professional regard for the ethos, policies and practices of the school, and maintain high standards in attendance and punctuality.
4.3	Have an understanding of, and always act within, the statutory frameworks for teachers' professional duties and responsibilities.
4.4	Make a positive contribution to the wider life and ethos of the school; including attending special school events and performances.
4.5	Develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support.
4.6	Take responsibility for improving own teaching and practice through appropriate professional development, responding to advice and feedback from colleagues, and using data and other information to self-evaluate.
4.7	Attend and contribute productively to school meetings.
4.8	Liaise with parents to provide clear and timely information on how well their child is progressing in their learning, personal, social and emotional development, and provide guidance about how parents can support their child's learning.
5	OTHER DUTIES AND RESPONSIBILITIES
5.1	Share in the corporate responsibility for the well-being and discipline of all students.
5.2	Follow the school procedures for behaviour management.
5.3	General involvement in the efficient day-to-day running of the school.

5.4	Keyworker responsibilities.
5.6	Pastoral responsibilities as part of the Form Teacher role.
5.7	Carry out any other duties as may reasonably be requested by the Executive Headteacher, Head of School or Governing Body.

Broomhill Bank School is committed to safeguarding and promoting the welfare of children and young people. Posts are subject to Enhanced Disclosure applications to the Disclosure and Barring Service (DBS), verification of candidates' right to work in the UK and other pre-employment checks as outlined in Keeping Children Safe in Education (2023). Shortlisted candidates will be subject to online searches as part of our recruitment process. We value diversity and promote equality for all.

